

2004

Women's Studies Majors & Minors Handbook 2003-2004

Women's Studies

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***Women's Studies Majors & Minors
Handbook 2003-2004***



Denison University
Knapp Hall, Room 108

Marlene Tromp, Chair (587-6536)
Sandy Spence, Academic Secretary (587-6297)

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Women's Studies Faculty

Women's Studies Director

Dr. Marlene Tromp, Associate Professor of English and Women's Studies

Joint Appointment with Black Studies

Dr. Toni King, Associate Professor of Women's Studies and Black Studies*

Robin Bartlett, Professor of Women's Studies
Bahram Tavakolian, Professor of Women's Studies

Suzanne Condray, Associate Professor of Women's Studies
Susan Diduk, Associate Professor of Women's Studies
Barbara Fultner, Associate Professor of Women's Studies
Karen Graves, Associate Professor of Women's Studies
Linda Krumholz, Associate Professor of Women's Studies
Sara Lee, Associate Professor of Women's Studies
Bernardita Llanos, Associate Professor of Women's Studies
Amanda Lotz, Associate Professor of Women's Studies
Gill Wright Miller, Associate Professor of Women's Studies
Lisa McDonnell, Associate Professor of Women's Studies
Joan Novak, Associate Professor of Women's Studies
Priscilla Paton, Associate Professor of Women's Studies
Sita Ranchod-Nilsson, Associate Professor of Women's Studies**
Kaye Rasnake, Associate Professor of Women's Studies
Lyn Robertson, Associate Professor of Women's Studies
Sandy Runzo, Associate Professor of Women's Studies
Pamela Scully, Associate Professor of Women's Studies
Rita Snyder, Associate Professor of Women's Studies
Joy Sperling, Associate Professor of Women's Studies
Mary Tuominen, Associate Professor of Women's Studies

Sharon Collingwood, Visiting Associate Professor of Women's Studies
Cara Delay, Visiting Associate Professor of Women's Studies
Kathleen Pierson, Visiting Associate Professor of Women's Studies

*On leave second semester.

**On leave for full year.

Women's Studies Faculty are professors at Denison University who teach a Women's Studies course at least once every two years.
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Women's Studies Goals

- To introduce students to a broad range of topics and issues concerning women with emphasis on, but not limited to:

Women and culture

Women and context (family, organizations, community)

Women's relationships (within and across race and ethnicity)

Women's development

Feminist theory

Feminist spirituality

Women and social action

- To develop breadth of knowledge by including readings which span some of the classic contributions to women's studies as well as more recent literature.
- To select materials and develop within class or outside of class experiences that expose students to a multiplicity of voices and identities that cross gender, ethnicity, generations, class, region (urban, southern, rural, etc.), and sexualities.
- To provide students with some analytical and critical thinking tools and opportunities to apply those tools to issues.
- To motivate students to further define themselves and their values in relationship to women's studies and to begin to explore the relationship between knowledge and praxis. This includes helping students comprehend the way(s) their own identity(s) shapes their experience of readings, etc.
- To design courses in a manner reflecting feminist principles, making this process explicit so that students and faculty can engage in critical pedagogy.
- To utilize diverse resources such as readings, film, experiential learning processes, cooperative learning, and creative use of assignments.
- To provide clarity regarding course goals and objectives, assignments, and class process.
- To challenge students, sustain academic rigor, and to play.

Women's Studies

Activities and Resources

Activities:

- Each semester we hold a Women's Studies gathering to introduce courses, as well as to provide students and faculty with an informal opportunity to meet.
- Convocations and symposia are scheduled each semester, and students and faculty who are interested in organizing or participating in the symposia are welcomed. In the past, some of the speakers have included: bell hooks, Ohio Attorney General Betty D. Montgomery, Michael Shapiro, Helen Liggett, and Jean Elshtain.
- Special sessions are held for students interested in women's studies career opportunities, graduate schools, and internships.

Resources:

- In the Women's Studies Program office, located in Knapp Hall, room 108, there are a variety of information resources available. These resources include:
 - A list of Women's Studies courses
 - Women's Studies handbook, complete with major and minor requirements
 - A Women's Studies reference book
 - A book listing selected Women's Studies graduate program and internship information
 - Women's Studies Committee meeting minutes
 - A list of Denison Women's Studies events
 - A conference book listing national Women's Studies conferences

The people at the Women's Studies office (Knapp Hall, Room 108) are also at your service to help ensure your education and campus life are a successful, positive experience. Please stop by and see us. We are:

- Marlene Tromp, Chair, Women's Studies Program, 587-6536
- Sandy Spence, Secretary, 587-6297
- We also have work-study students who can provide assistance.
- Women's Studies Office Hours: Monday – Friday, 9:00 a.m. to 5:00 p.m.

Women's Studies Courses

WMST 101 – ISSUES IN FEMINISM. This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore, the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture-discussion format and may include speakers and small group discussions.

Collingwood, King, Tromp, 4

WMST 190 – TOPICS IN WOMEN'S STUDIES

Staff, 4

WMST 290 – TOPICS IN WOMEN'S STUDIES

Staff, 4

WMST 390 – TOPICS IN WOMEN'S STUDIES

Staff, 4

WMST 298 –CULTURAL AND SOCIAL METHODS. This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on Women's Studies. The course will examine the epistemological issues that underlie research in women's studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. Prerequisite: One Women's Studies course, or consent.

King, Tromp 4

WMST 302 – WOMEN IN THE ARTS. This course will focus on 20th Century American art created and executed by women. Using feminist theorists ranging from Nochlin to the Guerilla Girls, Adair to Schneider, this course is representative, rather than comprehensive. We will observe, discern, analyze, interpret and evaluate representative works, engage in a collaboratively designed research project including interviews of artists, and write a final theoretical paper together. Students should be prepared to attend many artistic events in the area outside of class.

Miller, 4

WMST 307 – FEMINIST THEORY. This course examines various ways of understanding gender by looking at a variety of feminist theories. Theories studied may include psychoanalytic feminist theory, cultural materialist feminist theory, etc. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, and international feminist movements. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. Prerequisite: one Women's Studies course or consent.

Tromp, 4

WMST 312 – WOMEN AND HEALTH. This is an interdisciplinary course on issues related to women's health. It will explore historical, epidemiological, social, economic, and political issues related to women's health and care. Topics to be covered include the influence of gender on health research and policy, sex/gender differences in health status, the contribution of gender to specific health issues (eating disorders, violence against women), and the relationship between women's reproductive capacity and health issues. The course also incorporates the roles of race/ethnicity, social class, and sexual orientation in health status and health care.

Staff, 4

WMST 361, 362 – DIRECTED STUDY

Staff, 1-4

WMST 363, 364 – INDEPENDENT STUDY

Staff, 1-4

WMST 451, 452 – SENIOR RESEARCH

Staff, 4

BLACK STUDIES

WMST 265/BLST 265 – BLACK WOMEN AND ORGANIZATIONAL LEADERSHIP. This course explores black women's leadership orientations in organizations. Afro centric and womanist frameworks are used to inquire about black women's leadership in the context of their lives. In this course we explore and theorize black women's use of communal and generative leadership orientations as well as their application of a multiple and oppositional consciousness. Organizational dilemmas stemming from their race, class, and gender, as well as the unique challenges black women leaders face in creating a supportive life structure are examined. Finally, the course addresses black women's needs for leadership development. Students will conduct life history analyses of black women in leadership roles with particular attention to implications for leadership development.

King, 4

COMMUNICATION

WMST 229/BLST 229 – GENDER, RACE, AND THE MEDIA. The course examines the historical constructions of gender and race in media portrayals, as well as the socio-cultural implications of those constructions. Topics address issues of media access, coverage, representation and perspective conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence perspective and access play in the construction of ideas and images.

Lotz, 4

WMST 229/COMM 229- MEDIATED GENDER & SEX. This course critically examines and evaluates the cultural construction and representation of gender and sexuality in contemporary American mass media and traces their development throughout the 20th century. The focus is on a variety of mass-produced commercial media texts, surveying television, magazines, advertising, and popular music. Along with gender, this course pays attention to aspects of identity such as ethnicity, class and sexuality and investigates the representation issues in relation to their political repercussions, drawing from a broad range of academic literature, including feminist television criticism, film theory, cultural studies, communication theory, and popular music criticism.

Lotz, 4

DANCE

WMST 274/DANC 274 – CULTURAL STUDIES IN DANCE. This course from the Fine Arts division will frame Western social and concert dance as a complex political activity made public through various agendas of race, creed, national origin, sexuality and gender. Using a theory of assimilation, transmission and migration, students will meet a series of historical works and dance movements (disco, rave, etc.) while simultaneously being exposed to poststructuralist epistemology and feminist theory in order to analyze them. In this way, the course aims to teach ways of interrogating social practices surrounding dances in any culture from a Western academic perspective. (Not offered 2002-2003)

Miller, 4

ECONOMICS

WMST 273/ECON 316 – WOMEN AND THE U.S. ECONOMY. This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 201 or consent. (Not offered 2002-2003)

Staff, 4

WMST 390/EDUC 390—CRITICAL PEDAGOGY: GENDER, RACE AND CLASS IN U.S. EDUCATION. Gender and race are central concerns throughout this course in its examination of current critical issues in U.S. education. Readings are drawn primarily from the sociology of education. Particular attention is given to critical and feminist pedagogies. This course includes a two-hour commitment each week to service learning in a social service agency.

Graves, Robertson, 4

ENGLISH

WMST 225/ENGL 225—WOMEN IN LITERATURE. Selected poetry and prose by women guide inquiries into writing and gender and into related issues, such as sexuality, history, race, class, identity and power.

Staff, 4

WMST 290/ENGL 291/ENVS 291—WOMEN & ENVIRONMENTAL WRITING. This course integrates literary readings, ecofeminist thought, and environmental issues. The course would begin with background on the 19th-century tradition of nature writing and women's place in the tradition, with works by Dorothy Wordsmith, Susan Fenimore Cooper, Sarah Orne Jewett and Willa Cather. An overview of ecofeminist concepts follows, with selections from Caroline Merchant, Lorraine Anderson, Mona Domosh, and others. The course also looks at recent women writers on nature and environmental issues and their varying outlooks, which include poetic insight, political activism, persuasive entertainment, and racial awareness. Readings include works by Terry Tempest Williams, Barbara Kingsolver, Linda Hogan, Alice Walker, Rachel Carson, Jamaica Kincaid, Mary Oliver and Octavia Butler.

Paton, 4

WMST 325/ENGL 325—AFRICAN-AMERICAN WOMEN'S LITERATURE. Historical and contemporary African-American women's literature grounds an inquiry into black women's literary and intellectual traditions within the matrix of race, gender, class, and sexual relations in the United States.

Krumholz, 4

HISTORY

WMST 240/HIST 240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1870-1989. We will emphasize the experience of women of all races, classes, and sexual orientations—women who entered the paid labor force in increasing numbers by the turn of the century and non-wage earning women who performed work integral to the survival of their families. We will use political essays, popular culture, and literature to map out the multiple views of women's roles in American society. In particular, how have the "traditional" views of women (keeper of home and family) and the "progressive" views of women (career-oriented and independent) conflicted, converged, and evolved over the past century? Cross-listed with History 281. Offered second semester.

Neuhaus, 4

WMST 241/HIST 241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include: women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience in world wars, women under fascism, and women in the welfare state.

Staff, 4

WMST 385/HIST 385-RACE AND SEXUALITY IN COLONIAL CULTURES. This course analyzes the intersection of race and sexuality in different colonial situations throughout the world. We will analyze the history of race as a historical category both within European thought as well as its emergence out of particular contexts of political and economic domination in the Americas as well as in Africa and Asia. Along the way we will also be examining contemporary representations of white and black masculinity and femininity in popular culture. As we look at the history of race, we will also examine the various histories of gender, and particularly femininity and female sexuality, and their intersection with notions of racial difference. Themes we will look at include race, gender and science in 19thC Europe; sexuality and slavery in the Caribbean; imperial visions of masculinity and femininity in the late Victorian period and debates about clitoridectomy in the USA and in East Africa.

Scully, 4

LATIN AMERICAN AND CARRIBEAN STUDIES

WMST 305/Honors 174— CULTURE, GENDER AND FEMININE SUBJECTIVITIES IN MODERN LATIN AMERICAN LITERATURE. This course presents the student with a wide variety of literary texts written by Latin American women writers from different cultural and linguistic regions that include Mexico, the Caribbean, Central America and the Southern Cone. This perspective will allow students to read and critically reflect about the stereotypes present in modern Latin American culture through the literary critique found in minor literatures. The focus will be the analysis of language as a system that provides the Western cultural template to modern subjects. Consequently, textual strategies of these authors will politicize gender, class and ethnicity providing a critical outlook of modernity and how new subjectivities are constituted against patriarchal capitalist models of family, citizenship, national identity, and gender. The course fulfills an M since it investigates the aesthetic representations of gender, class and ethnicity in Latin American literature. It also aims at developing awareness of cultural diversity and new subjectivities in modern Latin America.

Llanos, 4

MUSIC

WMST 220/MUS 220/ MUS 320—WOMEN IN MUSIC. Historically, women have played and integral role in musical traditions around the world, although the extent of their contributions has only recently been recognized and studied in an academic context. This course will trace the development and current state of women's roles in music in America, including twentieth-century art music composers, musicologists, teachers, and performers of classical and popular genres such as blues, jazz, country, gospel, rap, and rock.

Pierson, 4

PHILOSOPHY

WMST 275/PHIL 275—PHILOSOPHY OF WOMEN. Feminism can radically change traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. Satisfies General Education requirement in Minority/Women's Studies. Prerequisite: any 100-level course in Philosophy, one course in Women's Studies, or consent.

Fultner, 4

PHYSICAL EDUCATION

WMST 320/PHED 320—WOMEN IN SPORT. This course is designed to give students a comprehensive look at women in sport: past, present, and future. This course will examine, analyze the issues surrounding women and sport from historical, psychological, sociological, physiological, political, and philosophical perspectives. Cross-listed with Physical Education. Offered one semester each year.

Lee, 4

POLITICAL SCIENCE

WMST 309/POSC 309—POSTMODERN POLITICS: SEXED/RACIALIZED/CLASSED. This class focuses on postmodern philosophy to examine the key texts involved in its construction in order to understand how post structuralism and deconstruction can be used to analyze sex, race, and class in the American culture. Using language analysis from this philosophical tradition students will become familiar with how this philosophical tradition can be used in the analysis and development of public policies. Students will use the framework to reflect on how they construct the self and what these different notions of the self, mean for private and public life, especially in terms of sex, race, and class. Students will be encouraged to develop systematic skills in the use of post structuralism and deconstruction in the social sciences.

Staff, 4

WMST 311/POSC 311—DEMOCRACY FOR ALL? RACE/ETHNICITY AND GENDER IN AMERICA. This course will examine different theories of a democratic system, which have been proposed by American scholars who have responded to the issues raised by those concerned about the opportunity for women and minorities to participate as full citizens in the American system. The focus on current democratic theories will examine models of institutions for nation state governance, and for governance in daily life institutions, such as the family, school, work place, and local communities. Students will be encouraged to reflect on their own models of responsive and ethically responsible democratic practices.

Staff, 4

WMST 317/POSC 317—WOMEN AND AMERICAN POLITICS. This course will begin an analysis of women and American politics by beginning with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's participation in governmental institutions especially in Congress and the Executive Branch. The third portion of the course will focus on women in public policy.

Staff, 4

WMST 333/POSC 333—WOMEN AND POLITICAL LEADERSHIP. This course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics, and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry—especially qualitative methods—so that they can design a leadership project that will involve the empirical study of leadership. Students will read biographies and autobiographies to examine leadership in concrete situations, and develop their understanding of politics.

Miller, 4

PSYCHOLOGY

WMST 301/PSYC 301—PSYCHOLOGY OF WOMEN. This course examines psychological research and theories about women's experiences. Topics include sex bias in psychological research, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, women's health, female sexuality, and violence against women (rape and wife battering).

Hutson-Comeaux, Rasnake, Snyder 4

QUEER STUDIES

WMST 379/ENGL 379/QS 201- QUEER THEORY. This course explores notions of sexuality, politics, and social context through the lens of several queer theories. These theories will be studied through a range of approaches, their evolution, their current manifestations, and their intersections and tensions (both productive and oppositional). The course turns to questions of praxis, engaging the ways in which these theories relate to social action and social consequences on the individual and collective (larger world) level. The class format is discussion, presentation, small group work and some lecture.

Tromp, 4

RELIGION

WMST 227/REL 227—EXPLORING WOMEN’S SPIRITUALITY. This course explores writings on spirituality developed by women for the contemporary world. Students will be asked to compare the proposals made by women from diverse backgrounds in order to identify commonalities and to better understand reasons for differences. Each semester, several traditions will be examined in depth; possible traditions include Christian Feminist Spirituality, Goddess Spirituality, African-American Womanist Spirituality, Lesbian Spirituality, Latino Spirituality, and Women’s Christian Spirituality developed in Asia, Africa, and South America.

Novak, 4

SOCIOLOGY/ANTHROPOLOGY

WMST 210/SA 210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories, which attempt to explain the origins, persistence, and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, and violence against women. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course from the Social Science division satisfies the Minority/Women’s Studies requirement and has no prerequisite.

Tuominen, Diduk, Tavakolian, 4

WMST 313/SA 313 – FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective, as well as examining the ways in which race/ethnicity, economic status and sexuality shape family/kinship structures in the contemporary U.S. We explore specific issues including women’s paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women’s political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women’s Studies requirement. Prerequisite: 100 or consent.

Tuominen, 4

WMST 315/SA 315 – WORK AND SOCIETY. In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members of various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent.

Tuominen, 4

WMST 321/SA 321 – GENDER AND CHANGE IN CROSS-CULTURAL PERSPECTIVE: WOMEN, DEVELOPMENT AND ECOLOGY. Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course may serve as a basis for prospective changes within our society. This course satisfies the Non-Western Studies Requirement. Prerequisite: S/A 100 or consent.

Ranchod-Nilsson, Tavakolian, Diduk, 4

WHO ARE OUR PROFESSORS?

The following Denison faculty teaches Women's Studies and/or do research on gender issues:

Robin L. Bartlett, Professor Economics and Women's Studies, teaches "Women in the Labor Force." Her research interests currently focus on integrating race and gender into the content and pedagogy of the economics curriculum. Her most recent publication is *Introducing Race and Gender into Economics*, Routledge 1997. She held the Laura C. Harris chair from 1996-1998.

Suzanne E. Condray, Associate Professor in Communication and Women's Studies, teaches "Gender, Race and the Mass Media." She has produced *To Judge Her By Her Heart: Victoria C. Woodhull*, documentary film about the first woman to run for the U.S. presidency in 1872. She is currently working on a documentary about the Columbus Quest, in the women's American Basketball League.

Susan Diduk, Associate Professor of Women's Studies and Sociology/Anthropology, teaches "Sexual Inequality and Human Nature," and "Cultural Diversity: Being Human." Two of her publications on gender issues are "Women's Agricultural Production and Political Action in the Cameroon Grassfields: in *Africa*" and "Women, Colonialism, and Development" (co-authored with Margot Duley) in *The Cross-Cultural Study of Women*.

Barbara Fultner, Associate Professor Philosophy teaches "Philosophy of Feminism," "History of Modern Philosophy," "Philosophy of Language," and "Philosophy of Mind." She is interested in the intersection of social theory, philosophy of language, and epistemology. Her research focuses on the social aspects of meaning and communication. Her publications include "The Politics of Vulnerability: Idealization in Butler and Habermas," in *Philosophy Today* and "Do Social Philosophers Need a Theory of Meaning? Social Theory and Semantics After the Pragmatic Turn," in *Pluralism and the Pragmatic Turn: The Transformation of Critical Theory*. Currently, she is working on a book entitled *Social Practice and Semantics: The Roots of an Intersubjective Theory of Meaning*.

Karen L. Graves, Associate Professor of Education and Women's Studies, teaches "Critical Pedagogy: Gender, Race, and Class in U.S. Education." Her scholarly interests include the history of women's education. Her publications include *Girls' Schooling During the Progressive Era: From Female Scholar to Domesticated Citizen* (Garland Press, 1998), and *Inexcusable Omissions: Clarence Karier and the Critical Tradition in History of Education Scholarship* (Peter Lang Publishing, 2001), co-edited with Timothy Glander and Christine Shea.

Toni King, Associate Professor of Black Studies and Women's Studies teaches courses in Black Studies and Women's Studies which include "Issues in Feminism," "Introduction to Black Studies," "Black Women and Organizational Leadership," "Cultural and Social Methods," and "Black Women's Lives: Autobiography as Protest." Her research focuses on women's development, women's leadership and women's recovery issues as well as women's same race-gender bonding relationships and social support. She has published a

series of articles about black professional women in the journal of *Women and Therapy*. Recent publications include: "Ruptured Silences: Resistances to Dialoging Across Sexualities Between African American Professional Women," and "There But for the Grace of God: Two Black Women Therapists Explore Class Privilege."

Linda Krumholz, Assistant Professor English teaches American literature with an emphasis on African American and Native American literatures. She teaches "Women in Literature," "Ethnic Literature," "African American Women's Novels," "Native American Literature," "Narratives of Slavery," and "Critical Theory." Her current research is on the use of rituals in African American and Native American women's novels; she is finishing work on her book, *Reading Rituals: Rewriting American in the Novels of Leslie Marmon Silko, Toni Morrison, and Paule Marshall*.

Sara Lee, Associate Professor of Physical Education and Women's Studies, Head Women's Basketball and Volleyball Coach, teaches in the Physical Education department as well as "Women in Sport" and "Coaching Methods."

Bernardita Llanos, Associate Professor of Spanish and Women's Studies, teaches Spanish, Latin American Literatures and cultures. She has published articles on Latin American women writers such as Mexican Rosario Castellanos, Chilean Diamela Eltit, Mercedes Valdieso and Magdalena Petit. Other Latin American culture areas she has studied have been art, popular cultures and theater. She is currently working on her book, *Landscapes of Feminine Subjectivities in Chile: The Narratives of Maria Luisa Bombal, Marta Brunet and Diamela Eltit*. Her courses focus on the relationship between culture, gender and language. She teaches "The Gendering of Self and Culture: Women in Latin American Arts" and "Latin American Women Writers."

Amanda Lotz, Associate Professor of Communication, specializes in analyzing media institutions and media criticism, with an emphasis on representations of ethnicity and feminist media studies. She is completing a book project on female-centered television dramas and cable networks targeted toward women and has published articles on feminist media ethnography, third-wave feminism, and postfeminism television criticism.

Lisa J. McDonnell, Associate Professor of English, teaches "Renaissance Women Writers" and "Women in Renaissance Drama," plus gender-aware courses in Shakespeare, modern and contemporary drama, and various Renaissance topics. Her research interests are in women in Renaissance drama and contemporary women playwrights. Recently, she has been an Exchange Fellow associated with University College, Oxford, under the auspices of Oxford University, Advanced Studies at Advanced Studies in England, and Denison University. She taught a course in gender theory in Shakespeare at University College Oxford; Hall's Croft, Stratford-upon-Avon; and Lord Nelson's House (Advance Studies in England) Bath. She also did research into representations of women in Renaissance drama at Oxford's Bodleian Library.

Gill Wright Miller, Associate Professor of Dance and Women's Studies, teaches "Issues in Feminism," "Women and the Arts," and "Cultural Studies in Dance." Her most recent publications include "Play toward Healing: A Parent-Child Journey with Lyme Disease", in *Currents* (February, 2001) and "Becoming: Choreographic Fruits of the Womb" in *Journal of the Association for Research in Mothering* (Spring/Summer 2001). Her choreographic

interests are in alternative representations of the public body, particularly as it embodies feminist theory.

Joan Novak, Associate Professor of Religion and Women's Studies, teaches Women in Western Religion. Her areas of research are currently focused in feminist theology (especially how Christian doctrines impact issues such as domestic violence) and feminist bioethical analysis (especially related to public policy issues related to AIDS). Her most recent presentations include "African American Mothers and U.S. AIDS Policy" and "Jesus as Christ: Blessing or Curse for Christian Women?"

Priscilla Paton, Associate Professor in the English Department, focuses her teaching and research on representations of the environment in art and literature. Specific interests include the use of art to promote ecological awareness, representations of animals, and the interplay of gender and environmental issues. Her publications include "Landscape and Female Desire: Elizabeth Bishop's 'Closet' Tactics," *Abandoned New England: Landscape in the Works of Homer, Frost, Hopper, Wyeth, and Bishop* (2003), and a children's book.

Sita Ranchod-Nilsson, Assistant Professor of International Studies and Women's Studies, has written on African women's involvement in Zimbabwe's liberation war and post-independence politics. Currently, she is co-editing a volume, with Mary Ann Tetreault, entitled *Women at Home in the Nation? Feminist Perspective on Gender and Nationalism*. Professor Ranchod-Nilsson teaches in gender, politics and nationalism, and women and development.

L. Kaye Rasnake, Associate Professor of Psychology and Women's Studies, teaches "Psychology of Women." One of her recent publications, "Pediatric Feeding Disorders," was a co-authored chapter, appearing in *The Handbook of Pediatric Psychology* (In press). Her primary research area involves the assessment of adjustment of children with chronic illnesses (i.e., quality of life perceptions). A second area of research involves the study of nutritional behaviors, the mediating and moderating affects of gender, knowledge, body image, and attitudes.

Lyn Robertson, Associate Professor of Education and Women's Studies, teaches "Critical Pedagogy: Gender, Race, and Class in U.S. Education." Her research interests include education for girls and women and feminist pedagogical theory.

Sandra Runzo, Associate Professor of English and Women's Studies teaches "Women in Literature." She is co-editor of *The Feminist Teacher Anthology: Pedagogies and Classroom Strategies*, Teachers College Press/Columbia University in 1998. Her research interests include women writers of the nineteenth-and twentieth-century United States.

Pamela Scully, Associate Professor of History and Women's Studies works on gender, race and sexuality in comparative colonial history. She teaches introductory courses on British and African history, and seminars on comparative slavery, emancipation, race and sexuality, and on indigenous encounters with Europe. Her publications include *Liberating the Family: Gender and British Slave Emancipation in the Rural Western Cape, South Africa, 1823-1853* (Heinemann Press, 1997); *Rape, Race, and Colonial Culture* (American Historical Review, 1995) and a forthcoming co-edited collection with Diana Paton entitled *Gender and Slave Emancipation in the Atlantic World* (Duke University Press).

Rita Snyder, Professor of Psychology, teaches in the Psychology department. Her research interests include body image, eating behavior, and women's health. Her recent paper, written with Lynn Hasbrouck ('95), "Feminist Identity, Gender Traits, and Symptoms of Disturbed Eating Among College Women," appears in *Psychology of Women Quarterly* (1996) and her forthcoming paper, "Self-Discrepancy Theory, Standards for Body Evaluation, and Eating Disorder Symptomatology Among College Women," will appear in *Women and Health* (1997).

Joy Sperling, Associate Professor of Art, teaches "Women Artists in the Age of Feminism." Her interests include Nineteenth and Twentieth century American art institutions and patronage. One of her recent publications, "The Right to Offend and the Power to Provoke: The Role of Controversy in American Art," appeared in *Culture and Democracy: Social and Ethical Issues in Public Support for the Arts and Humanities*.

Bahram Tavakolian, Professor of Sociology/Anthropology and Women's Studies, teaches "Gender in Cross-Cultural Perspective: Women, Development, and Ecology." He is the author of "Engendering Imperialism: Victorian Representations of Afghan Women, and the co-author (with Catherine Timura and Akbar Sharif) of "Nomads No More: Gender Stratification within Sedentarized Pastoralist Societies of the Middle East." He is interested in the intersections between gender, work, power, ecology, development, imperialism and ideology.

Marlene Tromp, Associate Professor of English and Women's Studies and Director of Women's Studies, teaches "Issues in Feminism," "Feminist Theory," and courses on the construction of gender, activism, and violence against women. She co-edited a collection on Mary Elizabeth Braddon, a 19th century sensation novelist, and published a book on domestic violence entitled *The Private Rod: Marital Violence, Sensation, and the Law in Victorian Britain*. She is presently completing a book called *Altered States: Sex, Alcohol, and National Identity in Victorian Britain*, which explores women's role in Spiritualism--the religion of séances, mediums, and ghosts. She has begun a new project on maternity and depression and is also developing an introduction to women's studies anthology.

Mary Tuominen, Associate Professor of Sociology/Anthropology and Women's Studies, teaches "Sexual Inequality: Families, Sexuality and the State" and "Sex and Gender at Work." Tuominen's current writing project is completion of *I Choose Children: When Child Care Becomes Paid Work*, her book manuscript under contract with Rutgers University Press. Her most recent publications include "The Conflicts of Caring: Gender, Race Ethnicity, and Individualism in Family Child Care Work" in the volume *Care Work: Gender, Class and the Welfare State*; "Tenuous Relationships: Exploitation, Emotion, and Racial Ethnic Significance in Paid Childcare Work" (co-authored with Lynet Uttal) in *Gender & Society*; and "Motherhood and the Market: Mothering and Employment Opportunities Among Mexicana, African-American and Euro-American Family Day Care Workers" in *Sociological Focus*.

Women's Studies Committee: 7/1/03	E-Mail	Home Phone	Office Phone
Barbara Fultner (Philosophy)	fultner		6330
Jill Gillespie (Modern Languages)	gillespiej		8503
Heather Hindman (International Studies)	hindmanh		8510
Toni King (Wmst. Studies/Black Studies)	kingt	Unlisted	6567
Sarah Lee (PE/Athletics)	lees	587-2489	6290
Amanda Lotz (Communication)	lotza	398-3464	6398
Gill Wright Miller (Dance)	millerg	587-0356	6766
Joan Novak (Religion)	novak	344-7995	6205
Mary Prophet (Library)	prophet		6512
Sandy Runzo (English)	runzo	587-0246	6494
Marlene Tromp (English)	tromp	364-9106	6536
Mary Tuominen (Soc/Anth)	tuominen	Unlisted	6646

Student Representative: Lindsay McKeever

Secretary: Sandy Spence

Women's Studies Committee Associate Members: 7/1/03

Monica Ayala-Martinez (Mod. Lang.)	Ayala	587-7545	6228
Robin Bartlett (Economics)	Bartlett		6574
Sylvia Brown (English)	BrownS	587-0246	5792
Suzanne Condray (Communication)	Condray	(614) 475-5139	6409
Susan Diduk (Soc/Anth)	Diduk		6301
Catherine Dollard (History)	Dollard	345-3790	6238
Susan Garcia (Modern Languages)	Garcia	(614) 486-8388	6325
Karen Graves (Education)	Graves	344-2034	6680
Sarah Hutson-Comeaux (Psychology)	Hutson		6675
John Jackson (Black Studies)	Jackson	344-9379	6560
Laurel Kennedy (First Year Programs)	Kennedy	587-3283	6668
Linda Krumholz (English)	Krumholz	587-7121	5740
Sara Lee (Physical Education)	LeeS	587-2489	6290
Lisbeth Lipari (Communication)	Lipari	587-3678	5766
Bernardita Llanos (Modern Languages)	Llanos	587-1487	6700
Jonathan Maskit (Philosophy)	Maskit	(614) 298-0687	6506
Lisa McDonnell (English)	McDonnell	587-4787	6401
Sonya McKay (Chemistry)	McKay	321-1057	6363
Juliana Mulroy (Biology)	Mulroy	587-0477	6327
Priscilla Paton (English)	Paton	587-7143	5682
Fred Porcheddu (English)	Porcheddu	587-7322	6246
Mary Prophet (Library)	Prophet	Unlisted	6512
Sita Ranchod-Nilsson (Intl. Studies)	**On Leave	587-1398	6528
Kaye Rasnake (Psychology)	Rasnake	(614) 478-3876	6406
Lyn Robertson (Education)	Robertson	587-2488	6681
Pamela Scully (History)	Scully		5731
Rita Snyder (Psychology)	Snyder	587-4687	6672
Joy Sperling (Art)	Sperling		6704
Bahram Tavakolian (Soc/Anth)	Tavakolian	(614) 759-8741	6328
Cindi Turnbull (Theatre)	Turnbull	587-0918	6458
Steve Vogel (Philosophy)	Vogel	(614) 258-0701	6579
Andrea Ziegert (Economics)	Ziegert	587-7662	6575

Women's Studies Fellows: 2003-2004

Pinsuda Sagooleim, Heather Thompson, Megan Thurber, Noelle Warford

NAN NOWIK MEMORIAL AWARDS IN WOMEN'S STUDIES

The Denison Women's Studies Program announces its annual awards for outstanding scholarly, artistic, and/or activist student work in the area of Women's Studies. The awards are given in the name of the late Nan Nowik, Associate Professor of English, former Women's Coordinator, co-founder of the Women's Resource Center, editor of the Women's Studies Newsletter, and teacher and scholar of women's literature.

FOUR AWARDS WILL BE GIVEN

Awards may be given for four types of projects:

- **SENIOR ACADEMIC SCHOLARSHIP (OPEN TO ALL SENIORS):**
Senior research and honors projects (one or two semesters).
- **ESSAY (OPEN TO ALL STUDENTS):** Papers of various lengths will be considered. Senior research or honor projects may not be submitted for this category.
- **ARTISTIC EXPRESSION (OPEN TO ALL STUDENTS):** Creative writing, art, dance performance, film.
- **ACTIVISM (OPEN TO ALL STUDENTS):** Activities performed on or off campus which have had the effect of improving the status of women in some context or which have increased community awareness of gender/women's issues on or off campus. Submit a brief description of the activist work (1-2 pages). Two recommendation letters must accompany submission. Recommendations may be from faculty/staff, community members, and/or others who are familiar with the activist work.

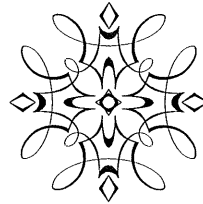
CRITERIA

Submissions will be evaluated based on the following criteria:

- conscious use of gender as an analytical category
- creative use of non-traditional sources, materials, and methodologies to examine gender-related topics
- contribution to the development of an inclusive feminist theory
- development of feminist insight based on personal experience
- informed and sustained feminist activism that has an educational impact on the community or which furthers the status of women

APPLICATIONS DEADLINE AND AWARDS

All submissions must include a completed NAN NOWIK MEMORIAL AWARD APPLICATION FORM. Application Forms are available in the Women's Studies Office, Knapp Hall 108. The deadline for submissions is April 15, 2004. Submissions of work done in Fall '03 can be submitted. Entries should be submitted to Sandy Spence, Women's Studies Academic Secretary. Awards will be announced at the Women's Studies Presentations and Awards Dinner toward the end of second semester.



FEMINIST TEACHING AWARD

The Women's Studies Feminist Teaching Award honors a person who is consciously choosing to teach in a feminist pedagogical framework and to investigate and stretch the definition of the feminist teacher.

CRITERIA

The Teaching Award Committee will consider the following points in selecting the recipient of the Feminist Teaching Award. The feminist teacher works in any of the following ways:

- questions hierarchical structures and power relations in the learning environment
- examines with students the oppression of women and other oppressed groups
- fosters a revisioning of the construct of gender
- fosters community by creating and nurturing a teaching/learning dynamic that is active and cooperative
- encourages independent thinking on the part of students
- helps students understand how knowledge is created through cultural, political and economic processes

NOMINATION PROCESS

All Denison University faculty are eligible for nomination by students. Students may nominate a professor from previous semesters. Nominations must include a letter of recommendation demonstrating how the professor fulfills any of the above criteria, and the nominator's name and telephone number. Nominations may include:

- syllabi from courses and assignments that demonstrate the criteria
- description of classroom experiences that demonstrate the criteria
- supporting letters from individuals other than the nominating person
- a second letter of nomination by another student

DEADLINE

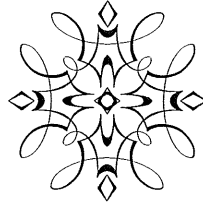
Nominations are due at the Women's Studies Office, 108 Knapp Hall, by noon on April 1, 2004.

PRESENTATION

The Award will be presented at the Women's Studies Presentations and Awards Dinner.

FURTHER INFORMATION

For additional information contact Dr. Marlene Tromp, Director of Women's Studies Program and Faculty Advisor (tromp@denison.edu).



Women's Studies Major Checklist

Women's Studies majors are required to take a total of 32 credit hours. All courses except for Issues in Feminism, WMST 101 will be at the 200 level and above. All Women's Studies majors must meet the following requirements:

(1.) Required courses:

- _____ WMST 101 Issues in Feminism
- _____ WMST 398 Cultural and Social Methods
- _____ WMST 307 Feminist Theory/ Gender Justice
- _____ WMST 451 or 452 Senior Research

_____ (2.) One course on women of color in the United States, or women in developing countries;

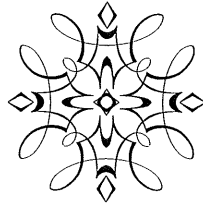
_____ (3.) One Women's Studies science or social science course (communication, economics, education, political science, psychology, sociology/anthropology, etc.);

_____ (4.) One Women's Studies humanities course (arts, history, literature, music, modern languages, philosophy, religion, etc.);

_____ (5.) One Women's Studies elective chosen from courses listed or cross-listed as Women's Studies courses.

One of the courses used to fulfill requirements (2), (3), or (4) must be a course cross-listed with Black Studies. The same course cannot be used to fulfill more than one of the above requirements.

Total Hours = 32



Women's Studies Minor Checklist

Women's Studies Minors are required to take a total of 24 credit hours. All courses except for WMST 101 will be at the 200 level or above.

All Women's Studies minors must meet the following requirements:

(1.) Required courses:

_____ WMST 101 Issues in Feminism

_____ WMST 298 Cultural and Social Methods

_____ WMST 307 Feminist Theory/ Gender Justice

_____ (2.) One course cross-listed Women's Studies/ Black Studies;

_____ (3.) Two Women's Studies electives from courses listed or cross-listed as Women's Studies courses.

The same course cannot be used to fulfill more than one of the above requirements.

Students are encouraged to consult with the Women's Studies Director in making their course selections.

Total Hours = 24

Guidelines for Women's Studies Majors: Senior Research Project



This is meant to serve as a guideline to facilitate your work on a Women's Studies senior research project.

Purpose: Senior Women's Studies majors complete a research project during their final year in order to demonstrate their depth of knowledge and ability to do independent work that adds to the field of women's studies. Your project should build on your work in women's studies. Often some course projects become the basis for a senior thesis.

Registering for Senior Research: At the time you register for this course, you need to ask someone from the program to serve as your advisor and someone to serve as your reader. When you have found faculty to serve in these two ways, notify the Women's Studies Director as to whom you have chosen. This should be done the semester before the project begins. Meet briefly with both of these faculty members before you leave for the semester so that you can work over the break. Please examine the time schedule that follows to see what needs to be done before the research semester.

Primary Advisor: You need to designate one person as your Primary Advisor. This person will assign the grade and be the primary advisor for your project. Usually this is the person who has the most expertise in your area of interest. It should be someone who works in Women's Studies so that the material will draw on feminist scholarship and connect your thesis to your course work.

As Primary Advisor, she or he will share with you the protocol of research in his or her area of expertise. She will help you with the research protocol so that it will fit with your chosen research method. Students usually meet once a week with their Primary Advisor.

Second Reader: You should select someone who is familiar with women's studies. Your Second Reader provides another guide. This is a person who chooses to play this role. You need to meet with both of these people on a regular basis. The role of the Second Reader includes regular meetings with the student throughout the semester, probably weekly or bi-weekly and a minimum of two scheduled meetings with the student and the advisor, one at the time that the student presents the introduction (probably at the fourth week of the semester) and at the time when the student has completed the first draft of the paper (probably during the seventh week).

It is up to you to arrange meetings. Sometimes your two guides will differ. That is fine. Let them know about the differences that you perceive and then work it out. That is part of the learning process; you become the coordinator of your project. Disagreement is healthy and helpful, and allows you to choose from a variety of least two positions.

It is not a good idea to wait to give the material to your Second Reader after everything is completed. While this is simple, it deprives you of valuable advice and deprives the reader of working with you. Part of the benefit to faculty is working with different ideas and with you.

Helpful Hints:

What happens if my advisors disagree? You will work with an advisor and a reader. At time they will have different points of view and makes different types of comments. This is an advantage to you. You are not the agent of your teachers, but they are a source of knowledge to you. It is your paper and they are giving you feedback to make it better. You will want to be guided by their judgment so that your project will work. It is important in your conversations that you identify with each person where there are points of disagreement between them so that it will help refine your paper and create a constructive dialogue.

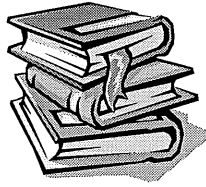
What about changes? Your projects will grow and change as it develops; this is normal and you should be ready to take advantage of new insights as your paper develops. This means rewriting old work. Some students have said that one of the most important parts of the learning experience comes in making changes in the draft. Be ready and willing to do this as it is a part of the process.

How long should my project be? It is difficult to say how many pages a project must be, but most projects fall between 40 and 100 pages. Projects that are one semester are usually closer to 40 pages or less, while projects that span two semesters tend to be longer.

How do I begin? You need to think about what methods of analysis you know. You will want to have a section that describes how you research will proceed that includes: (1) what your research questions are, (2) what you wish to learn through your research, (3) the goal of your research and your primary thesis or hypothesis, (4) what types of problems you anticipate, (5) why this is an important project and how you got involved in it, (6) how this project will contribute to our understanding or why it is valuable, (7) what type of information you wish to collect, (8) what methods you will use to collect your information or to perform your analysis, and (9) what texts you will examine, what persons you will survey or interview, and other sources of information.

Something else to keep in mind is that, at the end of the spring semester, you will also present your project to faculty and students at the closing celebration.

One-Semester Project Time Schedule



Register for Women's Studies senior thesis and ask two faculty to serve as your advisors. Designate one as the Primary Advisor.

Before the first week of class you should have identified the topic and written 4-5 pages describing your project and your method of analysis (how you will find information and how you will perform your analysis).

First Week: Discuss the topic with your advisor and your reader. Select a meeting time so that you can meet with your advisor once a week (these meetings can be short—fifteen minutes—but it is important to stay in contact with you advisor) and decide how often you will meet with your reader. You might decide to meet every other week.

Date:

Second Week: Prepare a bibliography that identifies the key resources for your research project and begin to reformulate your project on the basis of the responses from your advisor and your reader.

Date:

Third Week: Read key materials, take notes, and do some preliminary writing and analysis of your material.

Date:

Fourth Week: Write an introduction that explains your project and describes your method of analysis. Begin writing the body of your paper. At this point, you need to meet again with your Second Reader to utilize their expertise and get information about your method and identify problems.

Date:

Fifth Week: Prepare a draft of your paper as you continue to refine your analysis.

Date:

Sixth Week: Complete a draft of you paper.

Date:

Seventh Week: Discuss the draft with both advisor and reader.

Date:

Eighth Week: Re-examine the research materials and make revisions based on feedback. Check all footnotes and footnote format. Prepare table of contents, title page, and appendix if necessary.

Date:

Ninth Week: Complete a new draft with a rewritten introduction and conclusion.

Date:

Tenth Week: Final discussion with advisor and reader.

Date:

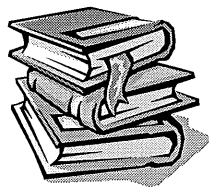
Eleventh Week: Final version presented to advisor and reader.

Date:

Presentation Date:

Schedule a final event so that you can present your research to interested faculty and students. This can be coordinated with other students who are also working on senior research projects. It is helpful for students to meet regularly with others who are working on Women's Studies senior research projects to share experiences and exchange ideas.

Two-Semester Project Time Schedule



Register for Women's Studies senior thesis and ask two faculty to serve as your advisors. Designate one as Primary Advisor.

Before the first week of class you should have identified the topic and written 4-5 pages describing your project and your method of analysis (how you will find information and how you will perform your analysis).

Week 1: Discuss the topic with your advisor and your reader. Select a meeting time so that you can meet with your advisor once a week (these meetings can be short—fifteen minutes—but it is important to stay in contact with your advisor) and decide how often you will meet with your reader. You might decide to meet every other week.

Date:

Weeks 2-4: Prepare a bibliography that identifies the key resources for your research project and begin to reformulate your project on the basis of the responses from your advisor and your reader.

Date:

Weeks 3-7: Read key materials, take notes, and conduct preliminary analysis of your material.

Date:

Week 7: Revise your research topic and research questions to their final form. Identify your method of analysis. Meet with your Primary Advisor and Second Reader (these may be independent meetings) to utilize their expertise and to solicit suggestions about your refined research topic, research questions, and method of analysis.

Date:

Week 8: Identify the chapters in your thesis. Prepare a brief overview of each chapter. Prepare a written time schedule for the remainder of this semester and for the following semester that includes dates for completion of each chapter, as well as the following:

- Date for submission of each chapter to Primary Advisor and Second Reader;

- Date for return of each chapter from your Primary Advisor (and Second Reader, if applicable);
- Date for your revision of each chapter and resubmitted to Primary Advisor (and Second Reader, if applicable);
- Dates for meeting with other students completing Women's Studies senior theses. This is optional, but students report it is beneficial to share experiences and exchange ideas;
- Date for discussion of final draft with your Primary Advisor and Second Reader;
- Date for review and correction of all citations, footnotes, footnote format, title page, table of contents, bibliography, and acknowledgements;
- Date for final discussion with Primary Advisor and Second Reader;
- Date for final version submitted to Primary Advisor and Second Reader;
- You will present your project to faculty and students at the end of the spring semester.

Presentation Date:

Review this schedule with your Primary Advisor, refine it, and distribute final copies to your Primary Advisor and your Second Reader.

Selected List of World Wide Web Sites For Women's Studies

Listed below are useful links to women's studies sites on the Internet. They are listed alphabetically by site title.

Women's Studies Sites

Canadian Women's Studies On-Line

<http://www.utoronto.ca:80/womens/cdnwomen.htm>

WMST-L File Collection

<http://www.umbc.edu/wmst/wmsttoc.html>

Women's Studies Resources

<http://www.inform.umd.edu/edRes/Topic/WomensStudies>

Yahoo Women's Studies Page

http://www.yahoo.com/social_science/Women_s_Studies/

Other Sites of Interest to Women

Human Rights Library

<http://www1.umn.edu/humanrts/links/women.html>

FeMiNa

<http://www.femina.com/>

Feminist Activists Resources on the Net

<http://www.igc.apc.org/women/feminist.html>

<http://sobek.colorado.edu/POLSCI/RES/act.html>

WWWomen

<http://www.wwwwomen.com/>

Classics

Diotima: _Women and Gender in the Ancient World

<http://www.uky.edu/ArtsSciences/Classics/gender.html>

This site includes sections on course, a bibliography, visual images, an anthology with the translations of the full text for a number of primary documents, essays, Biblical studies section, Perseus, De Feminis Romanis and the Kentucky classics, department home page. The anthology includes links to other sites with translations of interest. The Biblical studies section has links to numerous other religious texts.

Government Information International and US

United Nations 4th World Conference on Women

<http://www.now.org/issues/global/beijing.html>

Documents from the September 1995 UN 4th World Conference on Women and some on actions and events growing out of that conference.

Women's Bureau

<http://www.dol.gov/dolwb>

The U.S Labor Department site includes news releases, full of text of some Women's Bureau publications, Federal Register notices concerning the agency and other agency information.

Women's Studies Resources

<http://www.inform.umd.edu/EdRes/Topic/WomensStudies>

Though listed as one of the general sites above, this site is included here because it includes a "significant number of government documents".

History

Diotima: Women and Gender in the Ancient World – see note above under 'Classics'.

Feminist Chronicles 1953-1993

<http://www.feminist.org/research/chronicles/chronicl.html>

This site allows you to read portions of the book Feminist Chronicles 1953-1993 on-line. It has a search engine, which allows keyword searching of the publication. A neat feature is a year-by-year chronology with sections covering major events, lifestyle changes, economic developments, political developments and "the backlash".

Women's History Project

<http://www.nwhp.org/>

The address given here is for the portion of the Women's Studies History Project Site which contains a considerable list of links to "Women's history resources sites available through email and on the WWW."

Law

Gender Equity in Sports.

See entry under Sports

Women of the World

<http://www.un.org/womenwatch/world/>

This site contains a review of women's reproductive freedom in six countries around the world- Brazil, China Germany, India, Nigeria and the United States. Each country's pertinent laws and policies are discussed on a wide range of topics. Links are provided from each country's overview to the relevant texts of laws, court citations, and other documents.

Literature

Celebration of Women Writers

<http://www.indiana.edu/~letrs/vwwwp/>

These are just two examples of a large numbers of sites dedicated to individual women writers or to just topical groups of women writers. These sites typically have biographical information. A number of assorted other features such as summaries of on-going research or full text copies of the author's works.

Minorities

Association of College Research & Libraries: Women's Studies Section

<http://www.library.wisc.edu/libraries/WomensStudies/core/crwoc.htm>

This (reference) list is limited to titles on women of color in the United States. An emphasis is on overview texts and useful anthologies. This list was together by Bernice Redfern, from the University of Wisconsin System, Women's Studies Librarian's Office.

Reproduction and Sex

FGM (Female Genital Mutilation) Research Home Page

<http://www.feminist.org/news/newsbyte/fgm.html>

<http://www.fgm.org/>

Pornography & Feminism

<http://www.oup.co.uk/isbn/0-19-878250-0>

This site gives the Oxford University Press listing of various contributors and content within the controversial discourse of pornography and feminism. Links to web sources and related information are also provided.

Reproduction Rights

<http://www.geocities.com/CapitolHill/6708/choireso.html>

The New Zealand Equality Education Foundation has put together this listing of Virtual and Actual Organizations about Reproduction Rights concerning the reproductive rights (choices for men and abortion).

Science and Technology

Links to STS-Related Information Sources

<http://www.ncsu.edu/chass/mds/stslinks.html>

This site serves as a resource to other links concerning Science, Technology and Society. Some of these categories of links include Activist, Computer & Information Technology, environment & ecology, genetics & biotechnology, government and women & minorities in science, engineering and technology.

Sports

Gender Equity in Sports

<http://www.arcade.uiowa.edu/proj/ge/>

Iowa University has this page which covers Title 9. It includes links to the law, complaints, and court cases. Also available are NCAA Charts and graphs, news, statistics, documents and lots more.

Women's Studies

All above listings- they are your jumping-off points. Additionally, see below.

Pheminist Cyber Roads

<http://www.oeh.uni-linz.ac.at:8001/~lisa/wost.html>

Just wanted to know where to reach other Women's Studies Department and programs? Use this alphabetical listing.

Women's Studies

An on-line catalog of films by and about women and women's issues complete with purchase and rental information. There is even an online form for ordering films

Feminist Fairy Tales

<http://www.wp.com/DRAGONTREE/newfairy.html>

<http://www.feministsf.org/femsf/bibs/fairytales.html>

